

## Course Information

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### **Ed Psych Learning & Literacy**

EDU 2110-002

Fall 2024

## Course Section Information

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Online, Anytime!

### **Ed Psych Learning & Literacy**

EDU2110 002

## Course Description

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This course is required for teacher certification. It explores elements that influence the interactions of learning theory, child development, instructional strategies, motivation, critical thinking, self-regulation, and assessment as they address teaching in K-12 classrooms. Development, application, and assessment of learning; how theory guides classroom instruction; how assessments determine instructional effectiveness.

Semester: All

## Course Student Learning Outcomes

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- Understand historical contexts and current applications of appropriate literacy teaching methods in elementary and secondary schools.
- Understand how to access and interpret the Utah State Office of Education Core Curriculum.
- Demonstrate knowledge and skills necessary to consider how schools, family, and community can be used to connect curricular concepts to students' prior experience and apply concepts to real-world problems.
- Because classroom teaching and learning connect to life-long human growth and development, students will identify the relation of teaching and learning to the physical, social, cognitive, and emotional development of their students.
- Effectively communicate orally and in writing various facets of literacy instruction, learning, and assessments.
- Effectively articulate the content that they teach and explain how to make ideas specific to that content area accessible to all students.
- Discuss how multiple explanations and instructional strategies will be tied to curriculum content.
- Develop lesson plans for their target teaching assignment.
- Use the college library resources, technology and other media to effectively teach.
- Use and interpret data relevant to educational research and practice.
- Complete classroom video observations and analyze relevant data pertinent to elementary and secondary education.
- Monitor, assess, and analyze student learning, make appropriate adjustments to instruction that could potentially have a positive effect on student learning.
- Understand formal and informal methods for evaluating student progress, be able to prepare and use developmental and age appropriate means of assessment, interpret standardized assessments, and apply the results of assessments to instruction.
- Systematically analyze, synthesize, and/or evaluate personal and societal issues relevant to assessing and teaching elementary and secondary students.
- Be able to critically review thoughts, opinions, biases and beliefs regarding current educational theory and practice in the United States.

- Critically analyze contemporary educational practices, personal cultural and philosophical beliefs, and how these beliefs can impact classroom interaction with students of differing cultures or philosophies.
- Understand the historical and political underpinnings that impact current policies and procedures in elementary and secondary education b. Engage in principled and vigorous dialogue with seasoned educational professionals.

## Communication Plan

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Example language:

I will respond to email within 48 hours on weekdays.

I will offer feedback on major assignments within 1 week of the due date. Late submissions will be graded after current due work, and make take additional time.

The best way to contact me is via the Canvas Inbox, as I will prioritize this email over other modes of communication.

## Course Prerequisites/Co-requisites

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No prerequisite knowledge is required to successfully complete this course.

## Transfer, Certification, Licensure, and Employment Information

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The Salt Lake Community College Education AS program alone does not lead to professional licensure. This program prepares students for application and transfer to other programs of study that could eventually lead to professional licensure. Professional licensure requirements vary from state-to-state. It is highly recommended that students consult in advance with the Utah State Board of Education, or similar agencies in other states, to find out more about eligibility for educational licensure. If you have difficulty finding the licensure requirements for your state or intended profession, please contact your academic advisor or SLCC's state authorization coordinator for help.

### **Transfer Teaching Programs**

The Salt Lake Community College Education AS program is meant to prepare student for application and transfer of study to another institution. Teacher programs requirements may vary from University to University. Students are strongly encouraged to consult in advanced with potential University programs transfer requirements. Of importance to note, many programs require a minimum grade of a B- in all education courses for admission.

## Course Content Warnings/Trigger Warnings

This course uses an Inclusive Access version of the text, Educational Psychology, 15th ed. You will not purchase your own copy. Detailed information is included as an Announcement and under Start Here.

## How to Succeed in the Course

EDU 2110 has its own Canvas page where all course materials are posted. You must have:

- The regular use of a compute with internet assess
- A web browser such as Internet Explorer or Firefox
- Access to SLCC's email and Canvas
- A readiness to learn

This is also where you will submit discussions and assignments as well as take quizzes. If you are a new Canvas user, please click here: <https://vimeo.com/74677642>

This is a traditional (that means "old-fashioned") college course. Because mastery of Ed Psych principles requires a lot of reading, I have selected one of the nation's best college texts for your reading pleasure. Thoroughly read each assigned chapter and (I highly recommend) take notes.

Videos and some additional readings have been included to enhance your learning experiences. Explore them after reading the assigned chapters. According to brain-

based research, these additional elements will help you retain more information and increase conceptual skills.

This course was methodically constructed to help you wade through course materials and stay on track. Every week you will review a chapter in the course text and watch videos to enhance your abilities to explain key concepts in education. In addition:

- On Wednesdays discussion posts are due. These discussions provide opportunities for you to deeply consider various theoretical and practical aspects of Ed Psych, form opinions, and interact with your peers.
- Weekly assignments that address Ed Psych concepts are due on Sunday nights. Take the discussions and assignments seriously. All of the material in this course directly impacts your future practice as a teacher.
- Each week you will complete a chapter quiz (also due by Sunday night). I use varying formats to help you see, from a teacher's perspective, how different assessment tools might be used to enhance learning. Chapter 1 does not have an assessment. The quizzes are timed, so make sure you have ample time to complete them. Remember, that once you begin the quiz, you must finish.

Because this is an educational psychology course, you will conduct a mini-research project through the Research Project Presentation assignment. To successfully complete this project, it is important to carefully read the materials posted on the home page under "Research Project Presentation" and follow the presentation rubric. If you are not familiar with how to effectively construct Power Points, tutorials are also posted under "Research Project Presentation."

Note: Ed Psych does not require field work unless your research project data collection best fits a visit or two to an actual K-12 classroom.

## Textbooks, Readings, and Course Materials

**Title: Educational Psychology, 15th ed.**

**Subtitle:** Inclusive Access Version, you will not purchase a text, it is included within the course by clicking on Follett Discover.

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

## Assignment Schedule

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Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Introduce Yourself</a>	Discussion	0
8/25/24	<a href="#">Assignment 1</a>	Assignment	10
8/25/24	<a href="#">Introduce Yourself</a>	Discussion	5
8/28/24	<a href="#">Discussion 2</a>	Discussion	5
9/1/24	<a href="#">Assignment 2</a>	Assignment	10
9/1/24	<a href="#">Quiz 2</a>	Quiz	15
9/4/24	<a href="#">Discussion 3</a>	Discussion	5
9/8/24	<a href="#">Assignment 3</a>	Assignment	10
9/8/24	<a href="#">Quiz 3</a>	Quiz	16
9/11/24	<a href="#">Discussion 4</a>	Discussion	5
9/15/24	<a href="#">Assignment 4</a>	Assignment	10
9/15/24	<a href="#">Quiz 4</a>	Quiz	19
9/18/24	<a href="#">Discussion 5</a>	Discussion	5
9/22/24	<a href="#">Assignment 5</a>	Assignment	10
9/22/24	<a href="#">Quiz 5</a>	Quiz	20
9/25/24	<a href="#">Discussion 6</a>	Discussion	5
9/29/24	<a href="#">Assignment 6</a>	Assignment	10
9/29/24	<a href="#">Quiz 6</a>	Quiz	15
10/2/24	<a href="#">Discussion 7</a>	Discussion	5

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
10/6/24	<a href="#">Assignment 7</a>	Assignment	10
10/6/24	<a href="#">Quiz 7</a>	Quiz	27
10/9/24	<a href="#">Discussion 8</a>	Discussion	5
10/13/24	<a href="#">Assignment 8</a>	Assignment	10
10/13/24	<a href="#">Quiz 8</a>	Quiz	26
10/23/24	<a href="#">Discussion 9</a>	Discussion	5
10/27/24	<a href="#">Assignment 9</a>	Assignment	10
10/27/24	<a href="#">Quiz 9</a>	Quiz	23
10/27/24	<a href="#">Research Project and Presentation</a>	Assignment	45
10/30/24	<a href="#">Discussion 10</a>	Discussion	5
11/3/24	<a href="#">Assignment 10</a>	Assignment	10
11/3/24	<a href="#">Quiz 10</a>	Quiz	26
11/6/24	<a href="#">Discussion 11</a>	Discussion	5
11/10/24	<a href="#">Quiz 11</a>	Quiz	30
11/10/24	<a href="#">Assignment 11</a>	Assignment	10
11/13/24	<a href="#">Discussion 12</a>	Discussion	5
11/17/24	<a href="#">Assignment 12</a>	Assignment	10
11/17/24	<a href="#">Quiz 12</a>	Quiz	30
11/20/24	<a href="#">Discussion 13</a>	Discussion	5
11/20/24	<a href="#">Discussion 14</a>	Discussion	5
11/24/24	<a href="#">Assignment 13</a>	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
11/24/24	<a href="#">Assignment 14</a>	Assignment	10
11/24/24	<a href="#">Quiz 13</a>	Quiz	22
11/24/24	<a href="#">Quiz 14</a>	Quiz	28
12/4/24	<a href="#">Discussion 15</a>	Discussion	5
12/8/24	<a href="#">Assignment 15</a>	Assignment	10
12/10/24	<a href="#">Quiz 15</a>	Quiz	25

## Coursework & Assignment Descriptions

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### Assignments (25% of the final grade)

Assignments provide opportunities for you to deeply consider issues pertaining to teaching and learning. As such, each assignment paper is to include information from the course text, additional posted materials, and your thoughts and opinions. Each assignment can receive a maximum of 10 points. To receive full credit, assignments must:

- Be submitted on time
- Be well-written, original to this course, and written by you
- Include a clear introduction, body of work, and conclusion
- Be at least one page in length
- Be typed using standard 1" margins
- Have 12 pt. font (such as Times New Roman)
- Be written in APA format (double-spaced, References, appropriate in-text citations)

Detailed information of each assignment is posted on the EDU 2110 Canvas page under "Assignments." To receive credit, coursework is to be submitted by the scheduled due date. In an emergency, due to extraordinary life circumstances, you can request an extension (up to two days). There will be a 25% score reduction.



## **Discussions** (12% of the final grade)

One of the ways you will be able to connect with your peers is through weekly discussions. These chat times reflect weekly topics related to cognition and exceptional teaching. In addition to posting your own thoughts, you are to also respond to at least two of your peers' comments. Discussion topics are available on Canvas.

## **Quizzes** (49% of the final grade)

Weekly quizzes serve to extend your learning. Quiz formats vary from multiple-choice, to essay and short answer tests, and vocabulary lists. They are open-text and will lock after the due date. If an emergency arises due to extraordinary circumstances, you may request a brief extension (up to two days) if the request is made prior to the due date. There will be a 25% score reduction.

## **Research Presentation** (14% of the final grade)

This course also requires a mini-research project that focuses on an educational psychology topic of interest to you. After selecting a topic and conducting research, you will create a presentation to share your research with the entire class. Detailed instructions are posted on Canvas under "Research Presentations." Extensions will not be granted for this project.

## Grading Scale

Final grades are generated from cumulative scores based on assignments, discussions, and quizzes. Your grades are available for review on Canvas on an on-going basis. Final grades are based on the following scale:

94% - 100% = A	87% - 89% = B+	77% - 79% = C+	67% - 69% = D+	59% or less = E
90% - 93% = A-	83% - 86% = B	73% - 76% = C	63% - 66% = D	
	80% - 82% = B-	70% - 72% =	60% - 62% = D-	

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## Institutional Policies

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As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

## Online Tutoring

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Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link:

<https://www.slcc.edu/tutoring/index.aspx>

If you have any additional questions reach out to [elarningsupport@slcc.edu](mailto:elarningsupport@slcc.edu).

## Learning Support and Tutoring Services

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We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

## How to Navigate to Canvas

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This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

## Advising and Counseling Support Services

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At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

## Student Academic Calendar

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As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)